DOCUMENT RESUME

ED 208 539 EA 014 090

TITLE Curriculum Review Handbook: Reading. 1981-1982.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
PUB DATE [81]
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Check Lists; Elementary Secondary Education; *Program Evaluation; *Reading Instruction; *Reading Programs; Records (Forms); *Self Evaluation (Groups); Self Evaluation (Individuals)

ABSTRACT

This handbook was developed to provide educators with a process to aid them in reviewing the reading curriculum in the local school. The handbook provides checklists and other methods to help teachers formulate a philosophy of and rationale for reading instruction; develop developmental, recreational, and functional student outcomes; develop a course outline and list the concepts and skills to be taught in them; evaluate what is currently taking place in the individual classroom, at the grade and building levels, and in the district as a whole; list all the resources available to help the teacher; list needs of and recommendations for the program; and develop course descriptions. A self-evaluation checklist for the teacher is appended. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208539

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CURRICULUM REVIEW HANDBOOK

READING

Oklahoma State Dept. of Education

1981-82

Leslie Fisher
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Lloyd Graham
DEPUTY STATE SUPERINTENDENT

Tom Campbell & John Folks
ASSOCIATE DEPUTY STATE SUPERINTENDENTS

J.D. Giddens
Assistant Superintendent
INSTRUCTION

Jack Strahorn
Assistant Superintendent
FEDERAL PROGRAMS

Murl Venard
Assistant Superintendent
FINANCE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Craddock
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 014 056

FOREWORD

As educators, we face the greatest of responsibilities in providing the most effective, comprehensive instructional programs possible. We should provide each child the opportunity to progress from level to level, while moving through a logical, sequential developmental process.

The State Department of Education feels that the Curriculum Review Study offers a valuable experience in the documenting of the educational processes at work in the individual school district.

It is our hope that this guide will offer help and interpretation for the school faculties participating in the endeavor.

Leslie Fisher,
State Superintendent
of Public Instruction

ACKNOWLEDGEMENTS

This Reading Curriculum Review Guide was developed by members of the State Reading Section, Classroom Teachers, School Administrators, and College Reading Professors in cooperation with the State Curriculum Section.

We wish to extend our sincere appreciation to all who have helped in the preparation of this guide.

Special thanks go to Leonard Bates, Executive Director of Curriculum Services, Kay York, Administrator, and Mary Reid, Assistant Administrator, both of the Curriculum Section, and to Zoe Leimgruebler, Administrator, State Reading Section, who served as chairperson.

We would like to acknowledge the following as being instrumental in preparation of this guide. Without each individual and each resource this project could not have been accomplished.

Dr. Zoe Leimbruebler
Administrator
State Reading Section
Oklahoma City, Oklahoma 73105

Dee Dee Mundell
Reading Consultant
State Reading Section
Rosston, Oklahoma 73855

Dr. Tim Green
Professor of Education
East Central State University
Ada, Oklahoma 74820

Vickie Martin
Reading Specialist
Madill Public Schools

Suzie Wheeler
Reading Consultant
State Reading Section
Moore, Oklahoma 73160

Pat Curtis
Reading Consultant
State Reading Section
Hugo, Oklahoma 74743

Dr. Margery Berends
Professor of Education
Northwestern State University
Alva, Oklahoma 73717

Kathy Shore
Reading Consultant
State Reading Section
Douglas, Oklahoma 73733

TABLE OF CONTENTS

Foreword iii

Acknowledgements v

Table of Contents vii

Introduction 1

Philosophy and Rationale 3

Expected Student Outcomes 6

Education Program 13

Evaluation of Present Program 15

Resources 20

Needs and Recommendations 22

Program Description 23

Appendix: Teacher Personal Checklist 26

This publication printed by the State Board of Affairs, Central Printing, is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. 500 copies have been printed and distributed at a cost of $ 595.00.

INTRODUCTION

Purpose: The purpose of the Reading Curriculum Review Handbook is to provide a "working-through" process to aid the local school in reviewing its reading curriculum.

I. Philosophy and Rationale

Your philosophy of reading instruction is a statement of your feelings and beliefs. It may include how you feel about...

---reading as a contributor to learning as a lifelong process.

---yourself as a person.

---yourself as a teacher.

---your students as human beings.

---your students as learners.

---Etc.

Rationale is why you include reading in the curriculum.

Read and respond to the following questions. Your philosophy should be written in paragraph form and should be built around your own answers to the following questions.

A. What do we believe about the unique nature of reading?

1. Is reading unique? If so, how?

2. How important is reading to survival (in school as well as in life)? In what specific ways?

B. What do we believe about the students we teach?

1. How do I feel about honoring the student's individual interests?

   How is this attitude reflected in my daily classroom behaviors?

2. How do I feel about honoring the student's individual capabilities?

   How is this reflected in my daily classroom behaviors?

3. How do I (as a teacher) feel about honoring any additional individual student needs?

   How is this attitude reflected in my daily classroom behaviors?

C. What do we believe about our responsibilities as educators?

What are my responsibilities as an educator in terms of...

---knowledge of reading

---professional ethics

---provision of a climate conducive to learning (affective, cognitive, etc.)

---modeling of those behaviors worthy of emulation

D. What do I believe about the role of proficiency in reading as it related to setting the stage for lifelong learning?

E. Based on _____'s philosophy as stated above,
(school name)
what is the principal reason or rationale for including reading in the curriculum?

II. EXPECTED STUDENT OUTCOMES

A. The "total child" instructional design suggests teacher appreciation for varying levels of achievement as they relate to the student's potential for learning.

List specific factors under each of the topics below which influence the student's potential for learning.

1. Environmental

2. Physical

3. Emotional

4. Social

5. Intellectual

6. Other...

B. A comprehensive reading program should include a balance between (1) developmental, (2) recreational, and (3) functional components for every child regardless of his/her current operational level.

1. Developmental

   a. Word recognition skills

      (1) configuration

      (2) words in context

      (3) pictures

      (4) sight words

      (5) structural analysis

      (6) etc.

   b. Comprehension

      (1) literal

      (2) inferential

      (3) critical

      (4) creative

      (5) etc.

   c. Organizational skills

      (1) time, space, property management

      (2) outlining

      (3) summarizing

      (4) note-taking

      (5) etc.

d. Language Arts skills

(1) listening

(2) speaking

(3) reading

(4) writing

(5) etc.

2. Recreational

a. Attitudes/affective

(1) feelings

(2) emotions

(3) judgment

(4) viewing reading as a source of information

(5) etc.

b. Appreciation

(1) literature

(2) poetry

(3) etc.

c. Enjoyment

(1) leisure-time activity

(2) etc.

d. Self-concept

(1) motivation for learning

(2) positive self-concept

(3) etc.

3. Functional

a. Attitudes/affective

(1) feelings

(2) emotions

(3) judgment

(4) viewing reading as a source of information

(5) etc.

b. Study skills

(1) dictionary

(2) reference/locational

(3) maps, graphs, charts, symbols

(4) research

(5) etc.

For each area listed above (developmental, recreational, and functional) identify the specific outcomes you would expect of your students at the end of the year. The following gives an example of expected outcomes for primary, intermediate, and secondary students.

Example: Elementary

At the completion of course work for a Grade 1 Instructional Reading Level, the child will:

1. Recognize _____ word list on sight.
2. Be able to recognize and reproduce sounds in words
   a. Initial consonants

b. Consonant blends

c. Vowels - long and short

3. Be able to understand what he/she reads when reading material written at or below instructional level.

Example: Intermediate

At the completion of course work for a Grade 5 Instructional reading level, the child will:

1. Recognize 220 Dolch sight (and appropriate other sight vocabulary).
2. Be able to decode appropriate vocabulary using the following skill areas.
   a. base words, suffixes, prefixes
   b. syllabication rules
   c. singulars and plurals
3. Be able to understand what he/she means when reading material written at or below grade level. This will be determined by performance on the following activities.
   a. literal interpretation
   b. reorganization
   c. appreciation
   d. application
   e. etc.

Example: Secondary

By the end of the 10th grade Instructional reading level, the student will:

1. Have an adequate sight vocabulary (to be determined by program).
2. Will be able to pronounce new words successfully using the following skills:
   a. context clues
   b. phonics skills
   c. picture clues
   d. suffixes, prefixes, root words
3. Understand what he reads when reading material written at or below instructional level. This will be determined by performance on the following activities:
   a. literal interpretation
   b. reorganization
   c. integrative
   d. etc.
4. Be able to exhibit adequate listening skills:
   a. follow oral directions
   b. take notes from oral presentation
   c. etc.

5. Exhibit adequate study skills
   a. outlining
   b. locating information
   c. etc.
6. Be able to adapt reading rate or speed to material and need.
7. Have ability to functionally use "survival" materials of the following:
   a. drivers' handbook
   b. job applications
   c. income tax
   d. labels
   e. recipes
   f. etc.

III. EDUCATIONAL PROGRAM: Outline, Concepts, and Skills

Reading is a communication process that possesses definable language arts concepts and skills.

A. List all your reading classes which may include the following kinds:

1. Developmental reading (classroom instruction)
2. Remedial reading (instruction outside the classroom)
3. Enrichment reading (accelerated readers)
4. Content-area reading (junior high/high school)
5. Etc.

B. Explanation of reading courses that you listed under Section 'A'.

1. Reading Course Outline

---List of courses offered with a brief description of course content following.

2. Concepts and Skills

a. Concepts and skills unique to reading

---What concepts and skills do you teach in reading that are not taught in the content areas?

b. Concepts and skills shared with other subject areas

---What reading skills do you teach to facilitate learning in the content areas? (e.g. geography-map reading; math-charts and graphs; English-reference materials, dictionary. thesaurus; home economics - recipes; etc.)

c. Practical or lifelong skills

---What reading skills are necessary for a person to achieve functional literacy (e.g. job applications, credit applications, resumes, tax returns, newspapers, checkbooks, recipes, etc.)?

IV. EVALUATION OF PRESENT PROGRAM

The checklist on the following page has been developed to aid in the evaluation of your reading program. This checklist may be revised to fit your individual school situation. It may be desirable to share this checklist with all teachers who are either directly or indirectly involved in the teaching of reading (e.g., classroom teachers, specialists, subject-area teachers, etc.).

EVALUATION CHECKLIST

Checklist Instructions: In looking at this checklist, consider four levels: (1) yourself and your classroom, (2) yourself and other teachers at your grade level, (3) building level, and (4) district (K-12). Check ( ): 'S' for Satisfactory or 'N' for Needs Improvement.

	Individual Classroom Level		Grade Level		Building Level		District Level	
	S	N	S	N	S	N	S	N
A. I/We teach each child at his/her appropriate instructional level?								
B. I/We make provisions for proper diagnosis (formal, informal, teacher-designated)?								
C. I/We have ample access to: 1. hardware (tape recorders, projectors, etc.) 2. software (multi-level basals, workbooks, etc.)								
D. The administration is supportive of efforts in reading instruction.								
E. I/We have ample time to devote to reading instruction.								
F. Pre-post teaching is used to evaluate reading achievement progress within each school year.								

	Individual Classroom Level		Grade Level		Building Level		District Level	
	S	N	S	N	S	N	S	N
G. Reading achievement tests are viewed in proper perspective.								
H. Innovative instructional techniques are incorporated realistically.								
I. I/We enjoy teaching reading.								
J. My/Our students enjoy recreational reading.								
K. My/Our students enjoy reading to learn.								
L. My/Our reading program reflects my/our philosophy of teaching reading.								
M. I/We use multiple approaches to accommodate individual reading needs.								
N. I/We teach to multiply modalities to accommodate individual learning styles.								
O. I/We provide opportunities for students to experience continuous progress in reading skills.								

	Individual Classroom Level		Grade Level		Building Level		District Level	
	S	N	S	N	S	N	S	N
P. Reading is taught in an orderly, sequential manner in order to maintain program continuity.								
Q. Expected student outcomes are attained.								
R. Adequate record-keeping systems are provided to facilitate proper placement from school-year to school-year.								
S. Flexibility in grouping allows for student mobility, both vertically and horizontally.								
T. I am/We are pleased with each individual student's progress in terms of daily reading performance.								
U. We are pleased with our students' progress in terms of total reading performance.								
V. Etc.								

V. RESOURCES

List all resources available to you that help facilitate the teaching of your reading class or course.

A. Human resources

1.

2.

3.

B. Community resources

1.

2.

3.

C. Basal or core component used

1.

2.

3.

D. Supplementary materials available

1. Software

(a)

(b)

(c)

2. Hardware

(a)

(b)

(c)

VI. NEEDS AND RECOMMENDATIONS

Based on your responses to the previous sections, list your needs and realistic recommendations under the categories listed below:

---The Arkansas Reading Resource Guide - Arkansas State Department of Education

---Checklist of Reading Skills by Walter Barbe.

---Basal Reader scope and sequence charts.

Skills should be included in the following major categories:

1. Word Recognition
2. Comprehension
3. Study Skills
4. Etc.

VIII. PROGRAM DESCRIPTION

A. (K-6) The checklist developed in Section VII of this report may be used in parent/teacher conferences or in designing end-of-term progress reports. It may be necessary to modify the professional terminology in order to facilitate school-community communication.

For example:

1. "Comprehension" might be expressed to the parent as "the ability to understand what he/she reads."
2. "Decoding" might be restated as "the ability to recognize unknown words."

B. (Grades 7-12) Write a brief description of each reading course to use with parents and/or students for enrollment purposes.

The following examples are used with parents each year at Hefner Junior High School; Principal, Norman Dillard. The examples were composed by Mrs. Dorothy Bursheck; Chairman, Reading Department, Hefner Junior High, Putnam City School District.

I. INDIVIDUALIZED READING

Individualized Reading is a program designed for students whose reading skills are lagging significantly below grade level based on diagnostic testing. The curriculum will be fitted to the needs of the child at a pace that avoids frustration but provides a significant challenge. Continued success and positive reinforcement of skills will enhance his self-concept as well as raise his level of reading achievement. This is a TWO SEMESTER course with limited enrollment, teacher recommendation and counselor approval.

II. PRESCRIPTIVE READING

Prescriptive Reading is a program designed for students whose reading level is below grade level based on diagnostic testing. The student in this class will gain self-confidence as he raises his grade level performance in comprehension and vocabulary. The student must evidence a desire for this class along with teacher recommendation and counselor approval. This is a TWO SEMESTER course with limited enrollment.

III. READING

Reading is a course designed for the average to above average reader who enjoys reading and who has demonstrated his ability

to read with the skill and understanding commensurate with his grade level. The student in this class with experience a broad variety of reading situations which will extend and refine his reading skills and comprehension. He will broaden his self understanding through the study of human nature as seen in literature. Certain selections to be read will be by class choice. This is a ONE SEMESTER course.

APPENDIX: TEACHER PERSONAL CHECKLIST

Operating on the premise that the teacher is the most important variable in any curriculum, we offer this checklist for self-evaluation purposes.

	YES	NO
1. I consider myself an open-minded person.	____	____
2. My classes are teacher dominated.	____	____
3. I am willing to try new ideas.	____	____
4. I am open to the suggestions of other people.	____	____
5. I can accept constructive criticism.	____	____
6. I share ideas that I have developed in the classroom with other teachers.	____	____
7. I utilize all resources available to me to meet childrens' needs.	____	____
8. I consider myself a loving person who is easily approached by children.	____	____
9. I work well with fellow classroom teachers.	____	____
10. I work well with and value the contributions of special teachers (e.g., reading lab, LD, special education, art, music, and P.E.)	____	____
11. Each day I have a positive comment for each child in my class.	____	____
12. I teach the child and not the book.	____	____
13. I truly love children.	____	____
14. I like my job.	____	____
15. My classroom is child-centered.	____	____

		YES	NO
16.	I know the difference between encouraging a student to achieve his/her potential and pushing him/her to frustration.	____	____
17.	I refrain from labeling my students (e.g., lazy, dumb, dyslexic, etc.)	____	____
18.	I teach to my potential.	____	____
19.	I reveal myself as I truly am.	____	____
20.	I would like to have had a teacher like me.	____	____